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| **COVERING BOTH GLE’S AND CCSS**  **(State correlation is not a perfect match-What makes them the same….what makes them different?)**  1.1.2. Recognize, extend and create one- attribute and two-attribute patterns, e.g., size and shape, counting, e.g., by 5 or10, and number patterns, e.g., n + 2. Describe the pattern and the rule used to make it.  1.2.5. Model real-life situations that represent the result of counting, combining and separation of sets of objects (addition and subtraction of whole numbers) with objects, pictures, symbols and open sentences.(Includes CR Start With/Get To)  1.3. 6. Demonstrate understanding of equivalence or balance with objects, models, diagrams, operations or numbers, e.g., using a balance scale, or an arm balance showing the same amount on both sides.  2.1.2. Compare and order quantities of up to 100 objects, including naming a number that is one or ten more or less than a given number  2.1.7. Determine half of a whole set of up to 20 objects.  2.1.8.Describe ratios in terms of the patterns that develop in the relationships between quantities, e.g., if one cat has four legs, then two cats have eight legs.  2.2.9. Count by rote to at least 100. (Includes CR Start With/Get TO)  2.2.10. Count on from a given amount, orally and with models, and count back from 10.(Includes CR Start With/Get To)  2.2.11. Count and group at least 100 objects by tens.  2.2.14 Solve contextual problems using all addition sums to 18 and subtraction differences from 10 with flexibility and fluency.  2.2.15. Estimate the amount of objects in a set using zero, 10 and 100 as benchmarks and then determine if the estimate was reasonable.  **Classroom Routines ONLY**  2.1.1 Represent and identify whole numbers up to 100 as groups of tens and ones using models and number lines.(Start With.Get To)  2.1.3. Describe and estimate quantities using benchmark amounts such as zero, 10 and 100..(Start With.Get To)  2.1.4. Identify ordinal numbers up to 10th with an ordered set of objects, e.g., point to the fifth crayon lined up on the table. .(Start With.Get To)  2.2.12 Identify, read and write numerals to 100..(Start With.Get To)  2.2.13. Create problems and write one- and two-digit number sentences that reflect contextual situations and real world experiences. Solve the problems using a variety of methods including models, pictures, pencil and paper, estimation and mental computation, and describe the reasoning or strategies used. For example: Tell a story or draw a picture for a problem that can be solved using the number sentence 10 + 6 = 16. .(Start With.Get To)  3.3.6   Know the days of the week in order and locate dates, days, weeks and months on a calendar. Use the information to solve problems involving the planning and sequencing of events.(Morning Meeting)  3.3.7.Solve problems involving telling time to the nearest hour using digital and analog clocks. Estimate and compare the length of time needed to complete a task using comparative language such as longer, shorter, more or less.(Morning Meeting) |
| **COVERING BOTH GLE’S AND CCSS AND SCIENCE INTEGRATION** |
| **GLE’s but not CCSS** |
| **CCSS but not GLE’s** |